F. Self-Study Report and Campus Exhibits

Report Guidelines.

No less than 60 weekdays before the visit, the institution mails sufficient copies of its *Institutional Self-Study Report* to the team leader and the Commission staff consultant, who distributes copies of the report to each accreditation team member The institution may choose to mail its *Self-Study Report* directly to team members, in which case the report should be mailed no less than 40 weekdays before the visit. In responding to each applicable standard, the self-study report should emphasize quality considerations, educational rationales, and thoughtful program analyses.

The Institutional Self-Study Report has, at a minimum, the following items:

• Letter of Transmittal by President

• Letter of Verification by Dean or Director

• Background of the Institution and its Mission and Goals

• Education School or Department Mission and Goals

• Significant Changes in Education Programs since last review (with references to stipulations or weaknesses noted in last visit)

• Responses to Common Standards (with references to documents)

• Responses to Program Standards by Program Cluster (with references to documents). These responses will vary depending on the options selected by the institution.

• Abbreviated Faculty Vita organized by Program Cluster and by credential courses taught in the past two years.

All other background material and data should be placed in the document room on campus and referenced in the *Self-Study Report*. Institutions are encouraged to use graphic representations and other visual information in the *Self-Study* document. Institutions planning to use multi-media presentations should confer with the CTC/COA consultant early in the planning process. The *Self-Study* should be relatively brief but must include responses to all the Common Standards and all standards for each approved credential program, following the options elected by the institution in its *Preliminary Report*.

Supporting Documentation Required

In the document room on campus, the institution is required to assemble detailed materials that will verify and support the assertions made in the *Self-Study Report*. The following list of supporting documentation is not exhaustive; it is intended to be illustrative. The institution should tailor its supporting materials to its own mission and goals, organizational structure, and array of credential programs. The institution is also encouraged to utilize alternate means of presenting supporting materials including

videotapes, CD-ROMs, wall displays, interactive computer programs, and audio tapes. If the institution makes use of alternate approaches to providing support, its representatives should confer with the assigned consultant and the team leader to ensure that sufficient time is allocated within the master schedule to permit the full review and appraisal of the developed materials.

1. Complete vitas from all full-time faculty within the institution and with in all approved credential programs.
2. Complete vitas from all part-time faculty who have taught credential courses in the past two years.
3. Information regarding recruitment and retention procedures for full-time and part-time faculty.
4. Information on support for full-time and part-time faculty including research, travel, and staff development support.
5. Information on recruitment and admissions procedures including the actual selection process for admission.
6. Copies of all advisement materials used in all credential programs.
7. Copies of student handbooks, supervisor handbooks and other relevant credential publications.
8. Copies of relevant budgets, including school budgets, departmental budgets and program budgets, if available.
9. Institutional procedures on budget and faculty allocations.
10. Copies of recent catalogues and individual course syllabi (Note: where multiple sections of credential courses are offered, institutions should provide additional evidence that all sections of the required credential courses attend to the relevant standards).
11. Internship programs should provide evidence of district and bargaining representative agreements and other evidence that internship standards are being met.
12. Minutes of advisory group meetings or other evidence of collaboration and community involvement.
13. Evidence of on going, systematic, comprehensive program evaluation and improvement with specific evidence of changes made or contemplated as a result of this evaluation process.
14. Candidate assessment instruments and procedures with summary information on candidate evaluation results as appropriate.
15. Evidence of institutional commitment to and assessment of all field supervisors (individuals serving as cooperating teachers or others who serve as non-employee evaluators of candidates).
16. Evidence of leadership within the institution and leadership among the elements of the institution with particular attention to articulating a vision, fostering collegiality, delegating responsibility and authority, and advancing the stature of professional education within the institution.

Ways of Facilitating the Preparation, Organization, and Presentation of Supporting Materials

The Committee on Accreditation uses a tri-partite process of evidence collection and evaluation. The *Institutional Self Study Report* constitutes the first element, the institution's assertion as to how it meets the Common Standards as well as the Program Standards it has selected. The second element in the collection and evaluation of evidence is the team's review and analysis of supporting documentation. The third element is the array of interviews conducted with individuals who know each program best -- its faculty, students, graduates, cooperating educators, and employers of graduates.

The supporting materials serve as verification of the assertions made in the *Self-Study Report.* Institutions are encouraged to ensure that the display o f these materials is clearly linked to the appropriate standards. The institutional planners should encourage faculty and staff to begin to collect documents, hand-outs, and other programmatic materials early in the development process. Sorting and selecting materials is easier once all possible documents have been pulled together. In assembling the document room itself, institutions may wish to use one or more of the following organizational schemes:

1. Color-coding files or sets of documents by credential and/or by Common Standard
2. Labeling documents by Standard number within a credential program or closely related set of credential programs
3. Sorting materials in banker's boxes by credential
4. Developing a computer search engine for electronic files and other electronic data
5. Providing team members with "look-up only" capacity on campus computer system or personal computers provided to the team
6. Providing information presented in the order in which students experience the credential program (i.e., recruitment and admission materials presented first, then curriculum materials)
7. Provide mock-ups of highly detailed student files that clearly show h o w curriculum, field experience, and candidate competence standards are met.
8. Story Boards, PERK Charts, organizational charts, or other visual display devices that depict aspects of the institution and its various credential programs

Institutions are encouraged to use other presentation devices and approaches as may assist team members in understanding how the institution meets or exceeds all Common and Program Standards. Care should be taken to alert the consultant and team leader to any innovative methods being contemplated to ensure t h a t the team will be properly advised before the visit begins.